

Spring Independent School District
Reynolds Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Pat Reynolds Elementary School will empower all students to become active, skillful, and responsible citizens by providing engaging curriculum through a safe and supportive environment.

Vision

Achieving excellence by leading learners, capturing hearts, and awakening minds

** Note: due to the large number of staff turnover, the campus will launch visioning at the commencement of the 18-19 school year.

Core Beliefs

We base our decisions on what is best for kids.

We strive for excellence in all we do.

We build trust through integrity and lead by example.

We communicate openly.

We value diversity and treat everyone with dignity and respect.

We win as a team.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Pat Reynolds Elementary is a comprehensive Pre-Kindergarten to 5th grade elementary school in Spring ISD. The school's student population consists of 60% Hispanic students, 24% African American students, 11% White students, a small percentage of Asian students, and a small percentage of students who represent two or more races. Seventy-four percent of Reynolds Elementary student population is economically disadvantaged. The student mobility rate is 21% due to parents moving to different locations for various reasons. Reynolds has a high mobility rate among the student population. Reynolds Elementary has a diverse student and staff population, and as a result, Reynolds has a unique culture that fosters academic success.

70% of Reynolds Elementary's student population are At-Risk

45% of Reynolds Elementary's student population are ELL.

75% of Reynolds Elementary's student population are economically disadvantaged.

Demographics Strengths

- The teaching staff is highly qualified.
- Reynolds has a diverse population.
- Students at Reynolds Elementary exhibit positive behavior.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The student mobility rate is 21%. **Root Cause:** The parents are moving to different apartment complexes monthly which has created an increase in the mobility rate.

Problem Statement 2: The teacher turnover rate for 17-18 was 23% **Root Cause:** New leadership and increased mobility among staff.

Student Academic Achievement

Student Academic Achievement Summary

The students at Reynolds Elementary are given beginning of the year assessments to identify each scholar's academic strengths and opportunities for improvement. In addition, scholars are assessed in the middle of the year to track academic growth and monitor scholar achievement. This middle of the year progress monitoring process allows for comparison with the beginning of the year data collected. At the end of the year, scholars are assessed again to measure academic achievement through tools such as MAP, Think Through Math, DRA, and STAAR assessments. The scholars at Reynolds Elementary School are performing above the district average.

The 2018 STAAR scores are as follows:

All Subjects: 73%

Overall Reading-71% Decreased by 4% from previous year.

Overall Math- 83% Increased by 3% from previous year.

Overall Writing- 58% Decreased by 17% from previous year.

Overall Science- 75% Decreased by 10% from previous year.

Accountability Summary for 2017-2018

Domain 1-Student achievement: 74

Domain 2- Student Progress: 80

Domain 3- Closing the Gaps: 78

Percentages of Students at Meets Grade Level or Above:

	Reading:	Math
All Students:	44%	46%
AA:	32%	31%
H:	37%	40%
W:	60%	59%
EL:	29%	40%
SPED:	19%	23%

Below is the data summary for percentages of students meeting growth targets:

Growth	Reading:	Math
All Students:	66%	71%
AA:	62%	67%
H:	65%	69%
W:	69%	74%
EL:	64%	68%
SPED:	59%	61%

TELPAS Data will become available in late August 2018, results and summaries will be posted when available.

Student Academic Achievement Strengths

- Math is a strength with in 5th grade with 95% of students obtaining approaches grade level.
- Math is a strength with a passing rate of 83%.
- Students in grade are showing consistent academic growth and progress.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Fourth Grade writing had a 58% approaches grade level rate which is a decrease from the previous school year. **Root Cause:** Lack of teacher capacity and training on Lucy Calkins Writer's Workshop. Coaching cycle inclusive of observation and feedback will be utilized throughout the year to monitor teacher development and implementation of district adopted writing curriculum.

Problem Statement 2: The overall Reading score showed a 71% approaches grade level rate on STAAR which is a 4% decrease from the previous year from 75%. **Root Cause:** Lack of teacher capacity in the area of providing research based targeted reading interventions to increase reading levels of students.

School Processes & Programs

School Processes & Programs Summary

Reynolds Elementary has highly effective teams. The Administrative team consists of the Principal, the Assistant Principal and the Counselor. The Instructional team consists of the Math Coach, the Literacy Coach, Instructional Specialists, lead teachers and student success specialist. Each team meets weekly to plan and analyze data to improve student achievement. Systems in place are monitored and adjusted on a consistent basis to impact both teacher effectiveness and scholar growth.

School Processes & Programs Strengths

Reynolds Elementary has an experienced administrative and teaching staff. The administrative team coaches and guides staff to make the best instructional plans for individual scholar growth and achievement. Components such as daily classroom schedules, discipline, curriculum, and interventions are strategically planned to meet the needs of all scholars. If some instructional programs, schedules, or interventions are not working, the team at Reynolds monitors and adjusts to meet the needs of the staff, the scholars, and the community.

- Chrome Books are available for each grade level.
- Two Computer labs consisting of 30 computers each
- Various instructional resources are available for all scholar groups.
- Scholars have access to several computer programs such as: MAP math and reading inventory, Think Through Math, I-Learn Math, Science Stem Scopes, and Dream Box.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Scholars served in the Special Education programs are under-performing compared to their peers across all contents. **Root Cause:** Teachers across all grade levels are in need of intensive training on differentiated instructional strategies to meet the needs of diverse learners. This school year, strategies obtained through Teach Like a Champion will provide techniques and strategies to increase academic capacity and decrease academic deficiencies for scholars in all grade levels.

Problem Statement 2: Students tested in Spanish are drastically under-performing their peers across all contents. **Root Cause:** Lack of effective monitoring systems inclusive of data driven decision making with regards to language of instruction and assessment for EL students.

Perceptions

Perceptions Summary

Reynolds Elementary is a nurturing, compassionate, and customer service driven campus. At Reynolds Elementary, we put student academic success, student and staff safety, and effective communication at the forefront. Each student and staff member at Reynolds is treated with respect. In addition, students and staff members have the opportunity to work together in the joining and leading of various clubs and organizations. The community and parents are treated with respect. Parents and community members are encouraged to join the Parent Teacher Organization and volunteer in various capacities throughout the school year.

Perceptions Strengths

Reynolds Elementary School has a positive and nurturing school climate and culture. This is a direct result of having strong leadership, dedicated teachers and staff, involved parents and community, and great students. Reynolds has the following:

- Programs and Awards ceremonies to showcase student accomplishments
- A variety of clubs and organizations such as the Science club, the STEM club , the Art club, and the Dance Club
- Key to Success Awards for staff recognition
- Dedicated PTO
- Large number of Parent and community volunteers
- Mentoring program for new teachers

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents are not receiving communication in a timely manner as indicated on parent survey. **Root Cause:** Teachers and staff are not passing out the important notes that go home to students on the designated day and time.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility

- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices


Goals

Goal 1: Reach Every Student

Performance Objective 1: Strong Literacy for All- 80% of Reynolds scholars will demonstrate mastery of early literacy in writing by writing at the appropriate level as determined by TCRWP Rubrics.

Evaluation Data Source(s) 1: District and Campus Formative assessments, Student Writing Samples and TCRWP Rubrics

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Provide Targeted professional development and instructional resources throughout the year on how to effectively conference with students on writing and how to effectively deliver small group writing lessons.		Literacy Coach, Administrators	Increased proficiency in delivering quality writing instruction.				
Funding Sources: 211 Title I, Part A - 865.00							
Critical Success Factors CSF 7	2.4	Literacy Coach and ELA instructional Specialist	High volume of students writing, increase in quality of compositions produced by students.				
2) Launch TC Writer's Workshop with fidelity K-5. Purchase Legal Pads for drafting and Flare Pens for Revision grades 3-5	Funding Sources: 199 General Fund - 2000.00						
							







Goal 1: Reach Every Student

Performance Objective 2: Strong Literacy Foundation for All - 80% of scholars at Reynolds will be reading on grade level by the end of year or will demonstrate 1.5 years growth according to the CGI- Conditional Growth Index

Evaluation Data Source(s) 2: MAP, TELPAS, Formative Assessments, IRL,IPT Indicators and DBA

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Implement effective Read Alouds across all grade levels during literacy block. Purchase Mentor Text Picture books to be used in reading block. Purchase room rugs and easels to establish gathering area for read alouds and enhance classroom literacy environment.	2.4	Literacy coach, Administrators	Increased Reading Levels for all students.				
Funding Sources: 199 General Fund - 615.00, 211 Title I, Part A - 9450.00							
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 7	2.4	Literacy Coach, Administrators	Increased Reading Levels.				
2) Provide targeted professional development and instructional resources in the area of collecting, analyzing reading data (IRLs) and developing plans for close reading, conferencing, guided reading in order to grow readers. Establish classroom libraries that consists of high volume of leveled books. Purchase book shelves for classroom libraries. Provide students with individual book bags to house their Just right books for use during independent reading.	Funding Sources: 211 Title I, Part A - 5765.00						
Critical Success Factors CSF 1 CSF 4	2.5, 2.6	Principal, AP	Increased students achievement.				
3) Provide targeted Small group tutorials for students in the area of reading comprehension.	Problem Statements: Student Academic Achievement 2 Funding Sources: 211 Title I, Part A - 64000.00, 199 State SCE - State Compensatory Education (PIC - 11500.00)						
4) Implement Coaching cycle for literacy teachers. Cycles include: Observation, feedback, peer review, modeling, and targeted staff development.	2.5	Literacy coach, AP, Principal	Increased reading levels for all students. Higher percentage of students reading on grade level. Increased reading achievement on state assessments.				
Funding Sources: 211 Title I, Part A - 0.00							

5) Coordinate collaborative PLCs with PVA teachers so that they may integrate curriculum cross content (sequence of events, character traits, read alouds).		PVA team and Admin	Increase student achievement across all content.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

Student Academic Achievement
<p>Problem Statement 2: The overall Reading score showed a 71% approaches grade level rate on STAAR which is a 4% decrease from the previous year from 75%. Root Cause 2: Lack of teacher capacity in the area of providing research based targeted reading interventions to increase reading levels of students.</p>

Goal 1: Reach Every Student

Performance Objective 3: Strong Foundation for all- Reynolds Scholars (3-5) will achieve the following milestone by EOY 18-19. Approaches- 90%, Meets 65% Masters 45%.

Evaluation Data Source(s) 3: Math STAAR Scores

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Teachers PK-5 will incorporate hands-on interactive components in their daily math lessons. Various Manipulatives and instructional aides will be utilized as part of instruction.</p>		Math Coach, Administrators	Increased math achievement, increased relevance in daily instruction.				
Funding Sources: 211 Title I, Part A - 8800.00							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Teachers PK-5 will utilize Imagine Math and/or Mountain Math/Language to reinforce and target specific math skills.</p>		Math Coach, AP	Increased Math achievement and numeracy				
Funding Sources: 211 Title I, Part A - 10700.00							
<p>3) Implement effective coaching cycles Math teachers. Cycles include observation, feedback modeling, peer review and targeted staff development.</p>	2.5, 2.6	Math Coach, Principal, Assistant Principal	Increased student achievement in Math. In particular increased percentages of students obtaining the Meets and Masters Level performances on state assessments.				
Funding Sources: 199 State SCE - State Compensatory Education (PIC - 0.00)							
<p>4) Utilize data driven instruction to address skills gaps of highly tested skills. Pre-plan and unpack highly tested TEKS prior to cycles and develop research based interventions to target students.</p>		Principal, Math Coach					
Funding Sources: 199 General Fund - 5000.00							

Goal 1: Reach Every Student

Performance Objective 4: Reynolds Elementary will reduce the performance gaps between scholars receiving special education services and all scholars by 25% scholars participating in ELL programs and all scholars by 10%

Evaluation Data Source(s) 4: STAAR Scores, MAP Data, Renaissance Data.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Collaborate with CYS workers to ensure the social and emotional needs of all students are met.	2.4, 2.6	Counselor, Principal, Assistant Principal.	Improved overall learning environment. Increased achievement and attendance.				
2) Utilize ELL specialists to target ELL interventions in order to develop English Proficiency. Specialists will also coach teachers on effective practices for developing proficiency among students.		ELL Coordinator, ELL Specialist, Principal, AP	Increased TELPAS scores and Increased student achievement.				
	Funding Sources: 263 Title III, LEP - 115000.00						
3) Purchase high volume of Spanish texts to supplement classroom libraries with high interest spanish books for ELL students.							
	Funding Sources: 199 General Fund - 5000.00						

Goal 1: Reach Every Student


Performance Objective 5: Pre K scholars at Reynolds Elementary will demonstrate mastery of early literacy in reading as evidenced by the following performance on End of Year M- Circle Indicators:

At least 80% of all Pre-K scholars will be able to:

- identify all upper and lower case alphabet letters in English, in a timed format (Rapid letter naming)
- associate sounds with each letter (Letter-Sound Correspondence)
- provide names for images within a timed format (Rapid Vocabulary)
- distinguish between print and illustrations and understand that letters form words (Book and Print Awareness) -identify rhyming words by their ending sounds (Phonological Awareness)
- respond to questions after hearing or reading a story, retell the story in sequential order and include a character, the setting and a problem (Story Retell and Comprehension)

Evaluation Data Source(s) 5: M Circle Data

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Provide targeted supports for Pre-K students in the area of early literacy.		Principal, PreK classroom teacher	Increased development of literacy skills among all PreK scholars.				
Funding Sources: 199 State SCE - State Compensatory Education (PIC - 0.00)							
							

Goal 2: Excellence In Every School

Performance Objective 1: Excellence in Every Classroom- 80% of Reynolds Teaching staff will obtain a Proficient Rating using TTESS and be on quadrant 3 or 4 on Rigor Relevance Framework.

Evaluation Data Source(s) 1: TTESS observations, Rigor Relevance Framework Rubric.

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
Critical Success Factors CSF 6 CSF 7 1) All teachers and staff will be trained properly by I.C.L.E. on the rigor relevance framework.	2.5	Principal, Assistant Principal	Improvement in classroom instruction resulting in more meaningful and rigorous learning experiences.				
Critical Success Factors CSF 7 2) Implement coaching cycles with all instructional staff to improve their delivery of instruction.	2.5	Coaches, Administrators	Improved instruction, improved achievement.				
3) Collaborate with Work Force Development to design and provide targeted professional development to enhance delivery of instruction.		Admin, Coaching staff	Increase in teacher capacity and proficiency.				

Goal 2: Excellence In Every School

Performance Objective 2: Reynolds Elementary will demonstrate a commitment to implementing improved safety and security practices by reaching the following indicators: 98% ADA for students and 95% staff attendance.

Evaluation Data Source(s) 2: 6 week Scholar attendance reconciliation reports, meeting agendas, staff attendance reports.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
Critical Success Factors CSF 1 1) Celebrate staff and scholar attendance quarterly.		Principal, Attendance Clerk	Increased scholar and staff attendance.				
Funding Sources: 461 Campus Activity Fund - 1000.00							
							

Goal 3: High Performance From Every Employee

Performance Objective 1: Reynolds Elementary will retain 90% of staff or the 2019-2020 school year.

Evaluation Data Source(s) 1: Staffing tables, Staff Climate Survey Results

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 6</p> <p>1) Build and foster positive working environment for all staff members.</p> <p>Develop sunshine committee that will have campus staff celebrations throughout the school year to increase morale.</p>		Committee Chairperson, Principal, AP	Increased morale and increased retention of quality staff.				
Funding Sources: 461 Campus Activity Fund - 2500.00							

Goal 4: Opportunities and Choice For Every Family

Performance Objective 1: Reynolds Elementary will Increase the number of students identified as Gifted and Talented by 10%

Evaluation Data Source(s) 1: Campus GT PEIMS Report

Summative Evaluation 1:

Goal 4: Opportunities and Choice For Every Family

Performance Objective 2: All identified GT students at Reynolds will participate in:

- 2 Campus Renzulli Projects
- 1 TPSP District Project
- 1 District GT Expo
- 1 Campus GT Expo
- Odyssey of the Mind

Evaluation Data Source(s) 2: Agendas, Student Projects

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1</p> <p>1) Facilitate student participation in Renzulli & TPSP Activities for District and Campus Expo.</p> <p>Purchase of project Materials.</p>	2.5	GT Coordinator, Principal, Classroom Teachers	Increased GT participation in enrichment Project Based Learning. Increased Master's Grade Level Rates for identified GT Students.				
Funding Sources: 199 General Fund - 1000.00							

Goal 4: Opportunities and Choice For Every Family

Performance Objective 3: Reynolds Elementary will provide diverse learning experiences for ALL scholars.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
Critical Success Factors CSF 1 1) ALL scholars at Reynolds will participate in Academic Field Trips.	2.5	Grade level chairs, Principal, AP					
Funding Sources: 211 Title I, Part A - 13000.00							

Goal 4: Opportunities and Choice For Every Family

Performance Objective 4: All Reynolds Elementary Scholars will participate in 135 minutes of Physical Activity per week

Evaluation Data Source(s) 4:


Summative Evaluation 4:

Goal 5: Engaged Stakeholders In Every Community

Performance Objective 1: Reynolds Elementary will increase parent engagement by 20%.

Evaluation Data Source(s) 1: PTO Sign-in Sheets and Agendas, Parent Attendance at school events, Parent Surveys, Attendance, behavior and academic data for scholars of participating families.

Summative Evaluation 1:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Utilized Parent Engagement Liaison to: *Offer Parent Support Workshops *Literacy Workshops (Multiple times offered) *Host a variety of events to foster positive relationship with school *Plan & Host academic nights *Maintain constant communication with parents about campus and district events	3.1, 3.2	Parent Engagement Liaison, Counselor, Principal, AP	Increased Parent engagement. Decrease in behavior incidents, increase in attendance rate and increase in achievement data.				
	Funding Sources: 211 Title I, Part A - 3255.00						
2) Provide Parent Workshops throughout the year to foster positive relationships with parents and to educate parents on campus initiatives and district programs.							
	Funding Sources: 211 Title I, Part A - 110.00						
3) Provide Parent Workshops throughout the year to foster positive relationships with parents and to educate parents on campus initiatives and district programs.							
	Funding Sources: 211 Title I, Part A - 110.00						
							

Goal 5: Engaged Stakeholders In Every Community

Performance Objective 2: Reynolds Elementary will increase communication with and among parents.

Evaluation Data Source(s) 2: Parent Engagement Survey, Elevates

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 5</p> <p>1) Utilize the district Elevate Tool as a mode of communication with parents that includes but is not limited to the communication regarding:</p> <p>Complaints, questions, comments, suggestions, concerns, bullying allegations.</p>		Principal, AP	Increased communication with parents and increased parent engagement.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	2	Provide targeted professional development and instructional resources in the area of collecting, analyzing reading data (IRLs) and developing plans for close reading, conferencing, guided reading in order to grow readers. Establish classroom libraries that consists of high volume of leveled books. Purchase book shelves for classroom libraries. Provide students with individual book bags to house their Just right books for use during independent reading.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

A Comprehensive needs assessment was conducted during the summer. A deep data analysis revealed key priorities for the 2018-2019 school year. Given the large staff turnover this year, a new committee was chosen and the campus improvement planning process was begun.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

A representative from each grade level was included in development process of our CIP. Key stakeholders were encouraged to participate. Collaboration between administration and our parent organization yielded key priorities for this school year including: literacy and improved parent communication.

2.2: Regular monitoring and revision

Our CIP will be closely monitored to ensure that we are implementing our plan with fidelity. District created scorecards will be used quarterly to assess our progress or lack there of.

2.3: Available to parents and community in an understandable format and language

The CIP will be accessible via the campus website. Once board approved parents will be provided the appropriate link to access our CIP and will be encouraged to voice questions and suggestions at our Fall Open House held on September 27, 2018.

2.4: Opportunities for all children to meet State standards

Tutorials during and after school will provide our students with targeted interventions to help all of our scholars meet state standards. Expert and retired teachers along with our student support specialist will tailor the learnings to best meet their needs.

2.6: Address needs of all students, particularly at-risk

Students who are At-Risk will receive supplemental instructional materials in addition to tutorials during and after school. Our student support specialist will coordinate and provide these services to ensure that all students have the opportunity to meet state standards.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent and Family Engagement Policy will be a result of a collaborative effort between parents and staff. Once finalized it will be accessible via the campus website. Parents will be encouraged to voice questions and suggestions at our Fall Open House held on September 27, 2018.

3.2: Offer flexible number of parent involvement meetings

All parent meetings will be offered in the AM and PM in order to accommodate parents' schedules. All materials from meetings will be available upon request.

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Angeles Perez	Principal
Administrator	Rebecca Perez-Rangel	Assistant Principal
Classroom Teacher	Kathryn Organ	1st Grade Team Lead
Classroom Teacher	Maria Gutierrez	3rd Grade Team Lead
Classroom Teacher	Laura Deleon	5th Grade Team Lead
Parent	Torrey Paul	PTO President
Classroom Teacher	Tanjeet Basra	Kinder Team Lead
Classroom Teacher	Abigail Lawson	4th Grade Team Lead
Administrator	Kimberly Culley	District administrator

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Writing Tools - Legal Pads and Flare pens	6399	\$2,000.00
1	2	1	Barnes and Nobel Picture Books Mentor Text	6393	\$615.00
1	3	4	Teacher's Teacher LLC	6299	\$5,000.00
1	4	3	Santillana USA Books		\$5,000.00
4	2	1	MISC Materials for Projects	6399	\$1,000.00
Sub-Total					\$13,615.00
Budgeted Fund Source Amount					\$29,133.00
+/- Difference					\$15,518.00
199 State SCE - State Compensatory Education (PIC)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Tutorials for At-Risk Students	6118 TU	\$5,500.00
1	2	3	Student Support Specialist		\$0.00
1	2	3	Instructional Materials	6321	\$3,000.00
1	2	3	Academic Bus Transportation	6494.UB	\$1,000.00
1	2	3	General supplies	6399	\$2,000.00
1	3	3	Math Coach	6118	\$0.00
1	5	1	Pre K Aide		\$0.00
Sub-Total					\$11,500.00
Budgeted Fund Source Amount					\$11,500.00
+/- Difference					\$0
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Jennifer Seravello Writing Strategies books- Heinemann	6321	\$865.00
1	2	1	Lakeshore Learning- Room Rugs	6399	\$4,350.00

1	2	1	Teacher Resource Materials- Jennifer Seravello- Heinemann	6321	\$500.00
1	2	1	Librarian		\$0.00
1	2	1	Whole Group Easels Primary	6399	\$1,600.00
1	2	1	Whole group easels 3-5 Lakeshore	6399	\$3,000.00
1	2	1	Literacy Media Specialist		\$0.00
1	2	2	Jennifer Seravello Reading strategies books- Heinemann	6321	\$500.00
1	2	2	Lakeshore primary book buddies	6399	\$285.00
1	2	2	Book bags grade 3-5 Oriental Trading	6399	\$380.00
1	2	2	Bookshelves- district catalog	6399	\$4,600.00
1	2	3	Tutors Extra Duty Pay	6118 TU	\$35,000.00
1	2	3	Small Group Easels	6399	\$1,220.00
1	2	3	Interventionist- longterm Sub	6118	\$18,000.00
1	2	3	Istation	6321.SS	\$9,780.00
1	2	4	Literacy Coach		\$0.00
1	3	1	Math manipulatives PK-5- Hand2Mind	6399	\$2,300.00
1	3	1	Math Manipulative and instructional aides Lakeshore	6399	\$6,500.00
1	3	2	Imagine Math	6321.SS	\$6,000.00
1	3	2	Mountain Math/Language	6321	\$4,700.00
4	3	1	Field Trip Transportation	6494 UB	\$9,000.00
4	3	1	Field Trip Fees		\$4,000.00
5	1	1	Parent Engagement Liaison	6118	\$2,000.00
5	1	1	MISC Materials for Parent Engagement Workshops	6399	\$1,255.00
5	1	2	2nd cup of coffee Parent literacy workshop	6321 PI	\$110.00
5	1	3	2nd cup of coffee Parent literacy workshop	6399 PI	\$110.00
Sub-Total					\$116,055.00
Budgeted Fund Source Amount					\$146,342.00
+/- Difference					\$30,287.00
263 Title III, LEP					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	ELL Coordinator and ELL Specialist		\$115,000.00
Sub-Total					\$115,000.00
Budgeted Fund Source Amount					\$123,250.00
+/- Difference					\$8,250.00
461 Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	MISC Celebratory Items and awards for attendance		\$1,000.00
3	1	1	Misc Celebratory items	6399	\$2,500.00
Sub-Total					\$3,500.00
Budgeted Fund Source Amount					\$15,000.00
+/- Difference					\$11,500.00
Grand Total					\$259,670.00